Developing Positive Behaviour Policy

Little Lancing Day Nursery & Forest School

Achieving Positive Behaviour Policy

STATEMENT OF INTENT

Little Lancing Day Nursery aims to provide a stimulating environment for all children where we encourage the children to develop an understanding of positive behaviour. Our skilled nursery staff will do this by encouraging conflict resolution, re-direction of children's play, positive re-enforcement, identifying schematic play and supporting children's emotional development.

'At Little Lancing Day Nursery we accept, promote and engage with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.'

"EYFS - Children's behaviour must be managed effectively and in a manner appropriate for their stage of development and particular individual needs."

EVERY CHILD MATTERS

Being Healthy	✓	Staying Safe	✓	Enjoy and Achieve	✓	Make a Positive Contribution	✓	Achieve Economic Well-Being	✓

EARLY YEARS FOUNDATION STAGE KEY THEMES AND COMMITMENTS

A unique child	**Positive Relationships**	**Enabling environments**	**Learning and Development**
1.1 Child Development	2.2 Parents as Partners	3.2 Supporting every child	4.4 Areas of learning and development
1.2 Inclusive Practice			
1.3 Keeping safe	2.3 Supporting learning	3.3 The learning environment	

PROCEDURES

We have a named person who has overall responsibility for achieving positive behaviour in our setting. The roles and responsibilities of that person are outlined in their job description.

Different techniques will need to be used with children depending on their age and stage of development.

SCHEMAS

At Little Lancing we recognise that children are exploring and developing a wide range of skills that may be associated with an identified schema. Another word for schemas is *urges* that children have to do things like *climb*, *throw* things and *hide* in small places.

Schemas are described as patterns of repeated behaviour which allow children to explore and express developing ideas and thoughts through their play and exploration. The repetitive actions of schematic play allow children to construct meaning in what they are doing.

Some of the most common schemas are detailed below:

- **Positioning:** A child will line up their cars, making sure the whale is next to the cow, or turning all the cups upside down.
- **Connection:** Joining and disconnecting. Making and breaking ie tracks, sand castles.
- **Trajectory:** The urge to throw, drop, climb, jump off, hand under running water, interacting with things that are already moving diagonally, vertically or horizontally.
- **Enclosure/Container:** Fill up cups, climb into boxes, build fences, to put animals inside a circular train track.
- **Transporting:** To carry objects in jars, buckets baskets or containers with wheels.
- **Enveloping:** To cover, wrap things in fabric or with tape and paper.
- **Rotation:** Anything that is circular - wheels, turning lids, washing machine, drawing circles, spinning around, being swung around.
- **Transformation** Holding food in the mouth, mixing solid & liquids, mixing flour to make dough.

Our skilful practitioners will support and plan for any identified schemas and redirect their play as and when appropriate.

RE-DIRECTION OF PLAY

Re-directing children's play is a technique we use frequently to allow children to develop a skill in a controlled way and within agreed boundaries. For example, if a child is throwing toys, nursery staff will talk to the child about the dangers of throwing toys and will then provide the child with bean bags that they can throw in a safe throwing zone within the room or in the outside space. If a child is drawing on the walls, the practitioner will re-direct them to draw on the easel or put paper on the walls.

Re-direction enables children to practise the skills they need to develop in a way that is socially appropriate.

CONFLICT RESOLUTION

Nursery staff who routinely step in to minimise or avoid conflicts between children run the risk of overlooking opportunities for social learning. Instead of always attempting to stop or avoid conflicts, our nursery staff look for 'teachable moments' whereby they offer on the spot support for children facing challenging social situations. This involves spotting when and whether to intervene, offering support to children only where it is necessary, so that where their skills allow, they can manage conflicts themselves. This provides children with real-life, hands-on experiences from which to learn.

If conflict between children is observed, practitioners will take a neutral approach – asking 'Do you need some help?'

Part of the strategy to encourage positive behaviour is to give the children support to find solutions to potential conflicts and solve problems. Little Lancing helps young children develop social behaviour, such as resolving conflicts over sharing items, however children are allowed to try to manage the situation themselves first, as this is a big part of their social learning. Little Lancing is aware that some situations may occur repeatedly before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem-solving, supported by patient adults and clear boundaries.

If a child has bitten another child, been hitting or is having a tantrum, staff will be calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.

Things to say

- 'Do you need some help?' –This signals to children that they liked and valued by the adults who work with them.

- ‘I can see that you are feeling sad – is that right?’ This invites children to think about how they are feeling. Some children may need longer time to process emotions. You can explore this together.

Make time to listen

Establish ground rules to ensure that each child is listened to. The adult might say …’We will listen to you Sam, and then we will listen to you George. And then you can think about what you are going to do next.’

Ask open-ended questions

Instead of saying ‘Take it in turns on the computer – you can both have 5 minutes each’, the adult could say ‘You have both said that you want to have a go with that toy and there isn’t enough space. What do you think we should do about it?’ This also encourages problem-solving.

MANAGING FEELINGS AND EMOTIONS

This type of play is used to encourage children to engage in different roles and explore different feelings and emotions.

Little Lancing recognises that young children require help in understanding the range of feelings they experience and helps children to recognise their feelings by naming them and to express them, making a connection verbally between the event and the feeling.

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places, and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how positive and considerate behaviour is achieved at Little Lancing by promoting personal, social, and emotional development.

Little Lancing understands that self-management of intense emotions, especially of anger, is very difficult for children to cope with and they need a supportive adult role model to help them. We do not issue punishment in response to a young child’s rage as we believe this will have the opposite effect.

The response to pre-verbal children is to calm them through holding and cuddling or ignoring unwanted behaviour as appropriate. Verbal children will also respond to cuddling to calm them down but are offered an explanation and we discuss the incident with them to their level of understanding.

Young children are helped to learn to empathise with others, understanding that they have feelings too and that their actions impact on others. Social skills are supported through modelling behaviour, through activities, drama, and stories.

Self-esteem and confidence are built in children, recognising their emotional needs through close and committed relationships with them. We recognise that babies and very young children are not always able to regulate their own emotions, such as fear, anger, or distress, and require sensitive adults as role models to help them do this. The child’s Key Person builds a strong relationship to provide security to the child.

TRANSITIONS OR CHANGES IN ROUTINE

Any period of transition or change for a child can be hard for them to understand and can therefore cause them to display unusual behaviour.

During transitions at Little Lancing we will use visual aids to help children to understand what’s happening next. We have now and next boards in every room and in the garden. We will also us a tambourine consistently in all rooms so that children know a transitional time is about to begin. Children will be given a warning using a sand timer which is visual for children to see.

During any change in a child’s life, we must ensure there is a good parent partnership between the family and the child’s key person. We will discuss the best ways to support their child and strategies we can use consistently between home and nursery to make any changes a little easier to understand.

ROUGH AND TUMBLE PLAY AND SUPERHERO / FANTASY PLAY

Young children often re-enact situations that they have observed on TV, in books and in society. This type of play may be seen as aggressive; however children can become fascinated with themes such as superhero and weapon play. Some children appear pre-occupied with these themes, but this does not necessarily mean that they will go onto hurtful behaviour or bullying.

Little Lancing recognises that this type of play is normal and, with consistent boundaries within conflict resolution, will enrich the child's development and help them to develop their understanding of positive social interactions.

HURTFUL BEHAVIOUR AND BULLYING

Little Lancing takes hurtful behaviour very seriously. Most children under the age of five will at some stage hurt, or say something hurtful to, another child, especially if their emotions are high at the time and they lack the verbal communication skills to communicate their feelings. This may mean that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.

It is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without awareness of the feelings of the person whom they have hurt.

Little Lancing helps a child to understand the effect that their hurtful behaviour has had on another child; children are not forced to say sorry but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.

UNDESIRED BEHAVIOUR

In the instance of continued undesirable behaviour, staff will use visual aids to help the children recognise when their behaviour is undesirable.

For some children the positive behaviour strategies that Little Lancing uses may not be effective. In partnership with parents, it may be necessary to implement a support plan or seek additional help and support from the West Sussex Local Authority Early Years Advisory Team, in order to support the child and family further.

Support plans will be completed with the parent / carer and these will be reviewed every term, or sooner if deemed necessary. If a support plan is required, staff will consider if physical intervention is an identified risk and a specific risk assessment should be completed to minimise any risk. Please see physical intervention policy.

In some cases, regardless of parental permission, it may be deemed appropriate to seek advice from the local authority if a child's behaviour is putting other children or staff welfare at risk.

A behaviour log will be kept for children wo are showing continued undesirable behaviour. This will help Little Lancing staff to look for triggers and ways to prevent any undesirable behaviour in future.

PHYSICAL INTERVENTION

Little Lancing aims to provide a safe environment for all children and staff. We follow guidance from West Sussex County Council, The Health & Safety at Work Regulations (1999) and the EYFS Safeguarding and Welfare Requirements. Please see our Physical Intervention Policy.

LITTLE LANCING INDIVIDUAL SUPPORT PLAN

Name	**Date**
Date of Birth	**Review**

Intervention (Who, How, When and What will we do to help?) What will be said to the child by all staff?)

Who?-

How?-

When?-

What we will do to help?-

Is there a risk that physical intervention may be required? If Yes, a risk assessment must be completed for the child and signed by parents / carers. (If R/A is in place then staff should not lone work with the child)

Risk assessment completed YES / NO

Targets (SMART)

Success Criteria (How will we know things are improving?)

Review date (within 3 months)

Review (Have things improved? / do we need to update or change targets?)

Parent / carer contribution and comments

Signature Parent/carer **Staff**

Date form completed

LITTLE LANCING CHILD BEHAVIOUR LOG

Child's Name				**Date of Birth**
Key Person				**Room**
Date	Time	**A** antecedent (What happened directly before the incident. Think about other children, staff, environment, activities etc)	**B** behaviour (What behaviour was shown and what happened.)	**C** consequence (What actions did the staff member take with regard to managing the behaviour.) For us to change behaviour we MUST be consistent with the consequences.

Children should be aware of the nursery's agreed boundaries,
because adults constantly teach and reinforce them, and praise children for following them.
Constant, specific praise will create a positive ethos in which children want to behave.

STRATEGIES FOR SUPPORTING CHILDREN TO ACHIEVE POSITIVE BEHAVIOUR

Little Lancing requires all staff, volunteers and students to use positive strategies for handling any behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was is acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.

- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We role model desirable behaviour at all times. We use other children as role-models for good behaviour.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for unwanted behaviour. Instead, we recognise positive behaviour being demonstrated by the child's peers, in order that the child will follow suit.
- We help children to understand the outcomes of their action and support them in learning how to deal with difficult situations.
- We never send children out of the room by themselves, nor do we use a 'naughty chair' or a 'time out' strategy that excludes children from the group.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these. We do not lift children by their arms.
- We do not use techniques intended to single out and humiliate individual children.
- We use physical intervention only as a last resort to prevent physical injury to children or adults and/or serious damage to property. Refer to our Physical Intervention policy for further information.
- In cases of serious undesirable behaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We talk to the children in a polite and calm manner with the appropriate tone.
- When addressing undesirable behaviour we use the child's name and state what behaviour is wanted.
- We use visual 'Little Lancing Promises' to help the children remember how to conduct themselves and we discuss these individually and in groups.
- We use positive body languages and gestures to encourage and support children's behaviour.
- Staff will redirect children who are behaving in undesirable ways to an activity which allows them to complete their actions in a more positive controlled manner. Such as throwing at targets, drawing with stick in mud, pulling on elastic, pushing brushes or climbing on appropriate apparatus.
- We recognise children's schematic play and plan for these accordingly.
- We use visual aids and objects of reference.
- We encourage conflict resolution between children.
- We use visuals and now and next boards.
- We use egg timers and a tambourine warning to support children during transitions.
- We recognise achievements by celebrating the child's success and staff give them a 'proud cloud' to take home to share with their family.

Author:	JO
Created:	October 2019
Reviewed:	September 2021, March 2022, August 2023 , March 24, March 25, March 2026
Next Review:	March 2027